












## **Standard 1: understand the principles and values essential for working with children and young people**

The common induction training sessions that will help you complete this standard are:

- Equality & Diversity Awareness
- Principles, Values & Acting Professionally

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## KEY



Reading



Activity



Research



Things to think about...



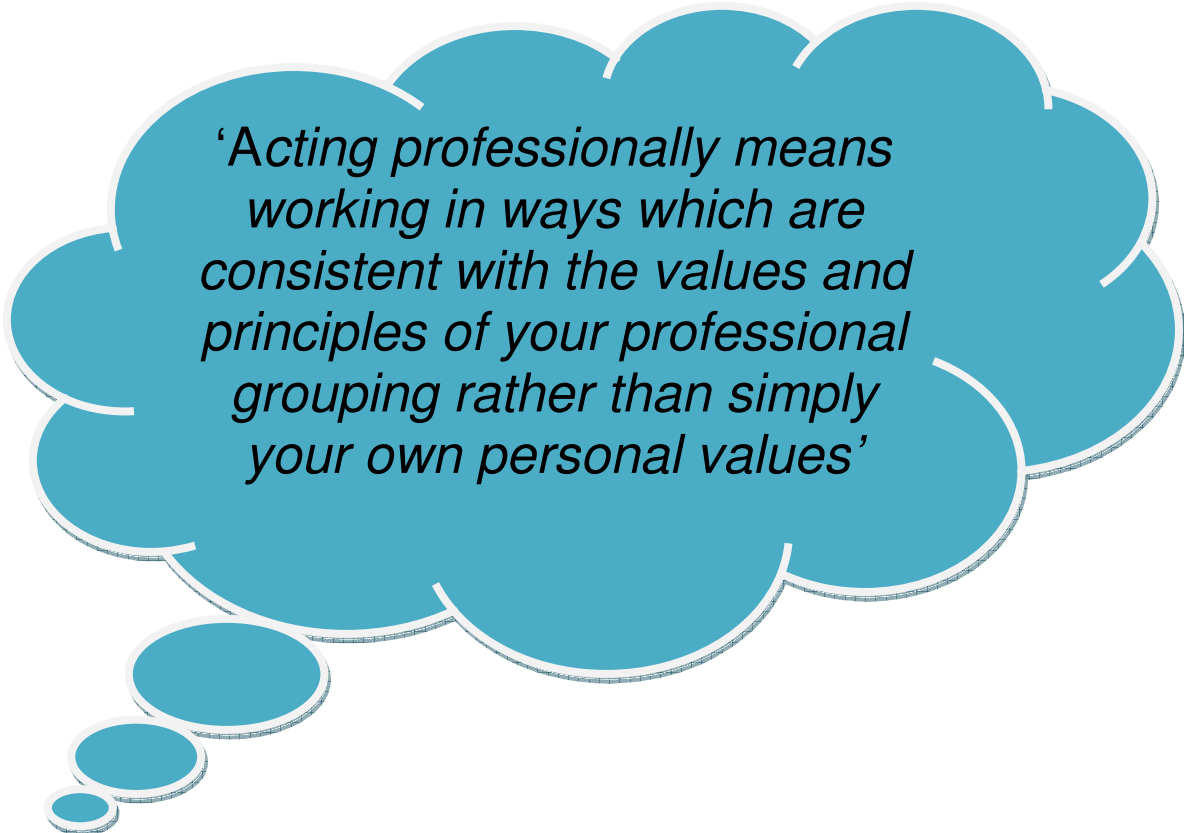
## Principles and Values and how they influence you at work

There are a number of different values and principles that you may be aware of that guide you in the way that you act and the things that you do:

- your own values and principles,
- the values of the society or culture that you are part of,
- a set of professional values and principles that may be demanded of you by your professional group and
- values and principles that may be demanded of you by your employer

Sometimes these values and principles can conflict with one another and it can be hard to decide what the 'right' thing to do is, in some situations. We also need to recognise that some children, young people and families from different ethnic groups and cultures will have different sets of values.

It is essential that when you work with children and young people you act professionally at all times. The Open University described this well:



*'Acting professionally means working in ways which are consistent with the values and principles of your professional grouping rather than simply your own personal values'*

As professional group of workers we have been given a set of principles and values that should underpin all work with children, young people and their families

### **Children's Workforce Development Council Induction Standards Principles and Values statement**

#### **Principles**

- The welfare of the child and young person is paramount
- Workers contribute to children's care, learning and development, and safeguarding and this is reflected in every aspect of practice and service provision
- Workers work with parents and families who are partners in the care, learning, development and safeguarding of their children recognising they are the child's first and most enduring carers and educators.

#### **Values**

- The needs, rights and views of the child are at the centre of all practice and provision.
- Individuality, difference and diversity are valued and celebrated.
- Equality of opportunity and anti-discriminatory practice are actively promoted.
- Children's health and well-being are actively promoted.
- Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child.
- Self-esteem and resilience are recognised as essential to every child's development.
- Confidentiality and agreements about confidential information are respected as appropriate unless a child's protection and well-being are at stake.
- Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely.
- Best practice requires a continuous search for improvement and self-awareness of how workers are perceived by others.

However, a list of principles and values is just the start – it is only of any real value when it is applied in practice. Practitioners must use the principles and values to inform and guide their everyday work and help them make decisions.

### **How can you use these principles and values to guide you in your work?**

They give you a set of practical guidelines for making decisions on how to proceed when working with children and young people. You will need help and support from your manager and more experienced workers to understand what they mean to you and you will need time and experience to apply these principles.

You will need to explore what the principles and values mean to you. For example – if we look more closely at just one of the values from the CWDC induction standards, there are a range of questions that can be asked and issues for practitioners to debate.



## Equality

***'Equality of opportunity and anti-discriminatory practice are actively promoted'***

Questions	Your suggestions
What do we mean by equality of opportunity?	
What do you understand by the term 'prejudice' and the term 'stereotype'?	
How can we contribute to improving the service that we provide to everyone?	
What must we do to challenge stereotypes?	
What do we mean by anti-discriminatory practice?	
What does it mean actively promote...?	
<p>What actions will we need to take to show that we do actively promote equality of opportunity and/or how can we improve our practice in this area?</p> <p>Remember that working with different cultural values may lead to different behaviour and a different response. You may need to adjust your approach accordingly.</p>	

Discuss these answers with your manager in supervision.

There may be no simple answers to any of these questions. Practitioners, in the process of their own value-formation, must analyse, reflect on and debate these issues. Even where there are agreed principles and values, 'grey areas' will still remain, where practitioners may be left to make their own decisions. This can be made even more difficult where someone holds completely different values that you may not be aware of, or understand. This can also be masked by language difficulty. Making a principled decision as a practitioner can be very difficult. It may involve trying to apply overarching principles, together with personal experience, to complex and sometimes very difficult situations.



## Putting values into practice

Have a more in depth look at each of the values and for each value give 3 practical examples of things you could do that would show you are putting the values into practice:

Here is an example for the first of the values '*the needs, rights and views of the child are at the centre of all practice and provision*':

This is a good definition of person-centred practice (sometimes called child, young person or family-centred practice).

'Person centred practice is a central element of *Every Child Matters: Change for Children* and the integrated working processes, tools and policies that sit beneath it.

*'Extract from CWDC Induction Training Programme Module 1*

But what does person-centred practice require from practitioners? Person-centred practice means that all practitioners should be:

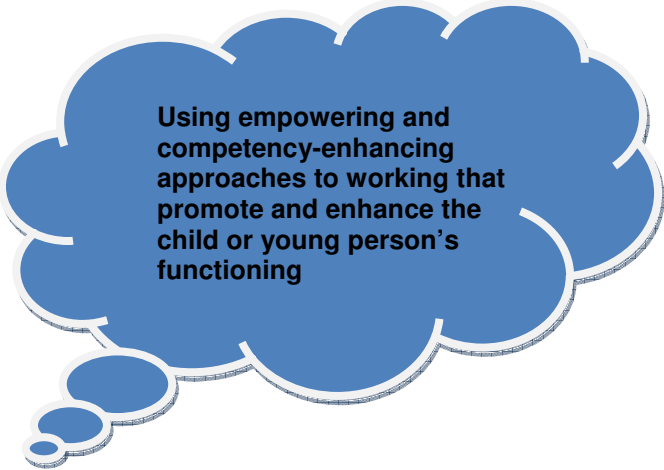
Working in a way that is focused on the child or young person holistically rather than on individual elements

Focusing on child or young person-identified priorities, desires, needs and wishes rather than just on service or agency priorities and targets


Working in a way that focuses on the child's or young person's rights, choices and decisions rather than solely on practitioners' aims

Focusing on the child's or young person's strengths and capabilities and using these as resources to meet needs, wherever possible

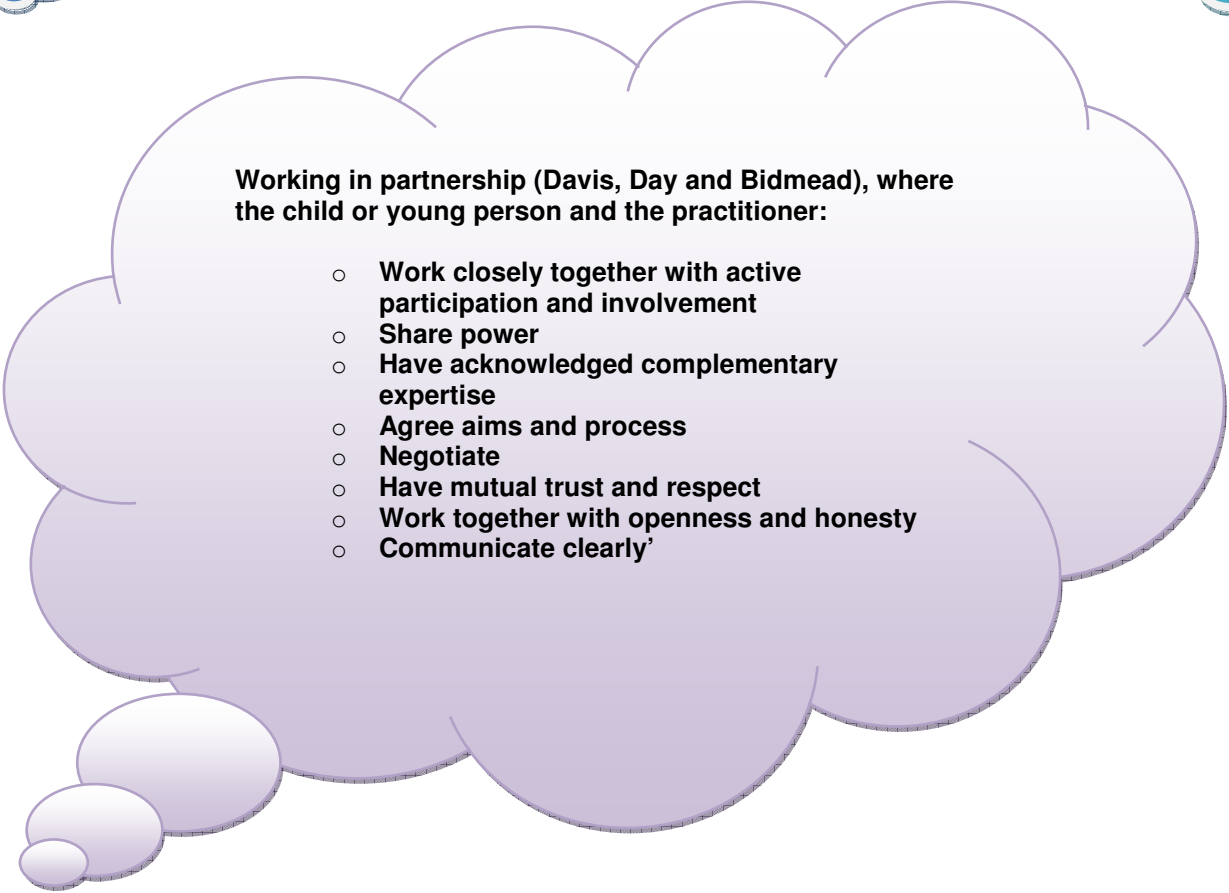




**Using empowering and competency-enhancing approaches to working that promote and enhance the child or young person's functioning**



**Giving the child choice and the right to make decisions, at all levels of intervention**



**Working in partnership (Davis, Day and Bidmead), where the child or young person and the practitioner:**

- **Work closely together with active participation and involvement**
- **Share power**
- **Have acknowledged complementary expertise**
- **Agree aims and process**
- **Negotiate**
- **Have mutual trust and respect**
- **Work together with openness and honesty**
- **Communicate clearly'**

**Have a go yourself on the table on the next page, in trying to list what practical things you could do to put these values into practice.**



## Putting values into practice

VALUES	YOUR IDEAS ON HOW YOU MIGHT PUT THESE INTO PRACTICE
The needs rights and views of the child are at the centre of all practice and provision	1
	2
	3
Individuality, difference and diversity are valued and celebrated <i>Remember that children from different ethnic or cultural backgrounds may come from a family with a totally different set of values.</i>	1
	2
	3
Equality of opportunity and anti-discriminatory practice are actively promoted	1
	2
	3
Children's health and well being are actively promoted	1
	2
	3
Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child	1
	2
	3
Self esteem and resilience are recognised as essential to every child's development	1
	2
	3
Confidentiality and agreements about confidential information are respected as appropriate unless a child's protection and well being are at stake	1
	2
	3
Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely	1
	2
	3
Best practice requires a continuous search for improvement and self awareness of how workers are perceived by others	1
	2

	3



## Reflections on values

Use a page of your reflective diary when you have seen a young person, reflect on how you made changes to your practice to accommodate the individual values and/or expressed wishes of a child or young person

Date \_\_\_\_\_

What happened?

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What went well and why?

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What didn't go so well and why?

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What did I learn?

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What skills did I use?

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What would I do differently?

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Discussed with line manager : \_\_\_\_\_(signature required)



## **Other Principles and Values important to you**

- Your professional group may also have a set of values, code of ethics or professional principles that you are also required to work to
- The CWDC induction standards also state that new staff working at higher levels should have an awareness of the UN Convention on the Rights of the Child.
- All staff working with children and young people are required to work towards the 5 Every Child Matters Outcomes (discussed in the introduction to this handbook)
- All practitioners have a responsibility to safeguard children and young people. This will be dealt with in Standard 6 of this handbook.



## **Your professional group's principles and values**

I am aware of and have read and understood the professional values and principles/code of ethics that I am required to abide by as part of the professional group that I belong to.

Please place a copy in this file.

Signed

Date



## **Your employer's Code of ethics/code of conduct**

I am aware of and have read and understood the ethics/code of conduct of the organisation that employs me.

Please list them here:

Signed

Date

Managers signature

## **THE UN Convention on the rights of the Child**

I have read a summary of the United Nations Convention on the Rights of the Child.

(An easy to read version of this is available from UNICEF website [www.unicef.org.uk](http://www.unicef.org.uk) )

Signed

Date

Managers signature

## **The 5 Every Child Matters Outcomes**

You will also need to consider how your work contributes to the 5 Every Child Matters outcomes

Be Healthy

Stay Safe

Enjoy and Achieve

Make a Positive Contribution

Achieve Economic Well being

You can obtain a copy of the outcomes framework (which includes more detailed outcomes, targets and indicators as well as the inspection criteria) from [www.everychildmatters.gov.uk/publications](http://www.everychildmatters.gov.uk/publications)

## **The 5 Every Child Matters Outcomes**

Interview your colleagues and ask them which of the 5 outcomes they feel they contribute to the most in the work that they do and why. Record your findings here:

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## Principles and Values in Practice

When working to applying a set of principles and values in practice, practitioners should also consider the following general issues:

- Respect
- Impartiality
- Accountability
- Empowerment and ownership
- Consent and confidentiality

*Extract from Module 1 CWDC Induction Training programme: Principles, Values and Legislation*

### Respect

Egan calls respect the foundation value on which all helping relationships are built. For him, respect is not just an attitude; it is a set of behaviours that guide the practitioner's helping relationship. Egan provides some guidelines:

- Do no harm
- Be competent and committed
- Make it clear that you are 'for' the child or young person
- Assume the child or young person's good will
- Do not rush to judgement
- Keep the child or young person's agenda in focus

*(Adapted from Egan, 2002: 46-47)*

It is also important that all work with children, young people and families is grounded in respect for their:

- |                       |   |
|-----------------------|---|
| • Ethnicity           | • Gender                                |
| • Age                 | • Religion                              |
| • Sexual orientation  | • Social background                     |
| • Educational ability | • Learning difficulty and/or disability |



## Impartiality

Practitioners need to ensure that any information, advice or guidance given to children, young people and parents, or work carried out with them, is impartial. In practice, this means that professional objectivity must take precedence over institutional pressures and personal interests or beliefs. The following example may help to illustrate these issues.

A practitioner is working with Warren and/or his parents. Warren is 14 and has been bullying some boys in his year. He has been involved in incidents in the past but this has always been fighting with older boys and usually outside of school.

The support programme has involved Warren working with a practitioner to help him control his anger. Warren has been involved in fewer fights on the local estate at night and the practitioner has seen some real improvements in Warren's behaviour. However, the practitioner is very disappointed in Warren following the recent developments. In addition, the practitioner has a young son who is being bullied at school and who is finding it very hard to cope.

The school would like to exclude Warren permanently and are pushing for this option. It is a popular school and they are afraid of bad publicity if the bullying continues.

In the above example, the practitioner needs to work hard to remain impartial. The school would like the practitioner to support their move towards exclusion and the practitioner has strong personal feelings about bullying and its effects on the victim. However, to progress in an impartial and principled way, the practitioner(s) will need to work with Warren and his parents to find the best way forward. It may be that the best way to help is to try to ensure that Warren remains in school and he and his parents receive support to work on the bullying issues. This may be the most principled practice in this case. However, to achieve this, the practitioner will have to overcome elements of personal feelings and work with the school to achieve a change in their approach.

This will not be easy and in some cases not possible. However, practitioners should always work towards achieving impartiality in their work with children, young people and families. This may mean that the practitioner needs to declare any issues that may affect his/her impartiality and decide whether s/he is the best person to work with the individual in some circumstances.

How practitioners approach their work will, to some extent, depend on their own personal beliefs, attitudes and experiences. Everyone has, and is entitled to his/her own beliefs. However, when working in a professional capacity, it is important to be aware of personal beliefs and ensure that they do not inhibit the ability to work impartially.

When looking at the direct application of beliefs to practitioners work, it is clear that there may be a tension between what amounts to a principled decision for the individual and what may be a principled decision in a professional capacity. What is vitally important is that practitioners work in a way that is **professionally principled**.

For example:

- A practitioner may believe that abortion is wrong, but should still work in an impartial and principled professional way with a young person and/or their parents where the young person has chosen an abortion.
- A practitioner may disagree with a piece of policy issued by their employer, but should still work in a principled professional way and stay within guidelines (They may seek legitimate routes to challenge the policy they disagree with but must work within it or they risk undermining all future work).
- A practitioner may disagree with a young person's choice about the future, or the views of parents related to this. The practitioner should ensure that the young person and parent have been given all the necessary information and support to make their decision, but impartiality and principled practice does not allow for the practitioner to make the decision for them.

Of course, some practitioners might wish to argue that their own personal judgement is the most rigorous basis for action. This may be a matter of profound concern - at what point is one person's sound judgement different from another's self-interest and prejudice?

## **Accountability**

Principled and value based practice will inevitably involve consideration of accountability. The question is - to whom is the practitioner accountable:

- Self?
- A colleague?
- Their employer?
- The young person or his/her parents/carers?

There are difficulties in all of these positions. Consider the following.

- If the accountability is solely to self then there is no overall benchmark against which to judge performance, behaviour and conduct.
- If the accountability is to one's colleagues then the needs of practitioners may transcend those of children, young people and families and there is a risk that the self-interest of the practitioner body is maintained at the expense of the people it is meant to serve.

- If the accountability is to the employer then there is the risk that if demands are placed on, or by, the employer, which result in a reduced service to children, young people and families, it becomes difficult to speak out against such a practice.
- If the accountability is solely to children, young people and families, there is a risk that the practitioner's employer's position or his/her own principles may be compromised.

It is important that practitioners are aware of those to whom they are accountable and have considered the implications of each. Practice decisions that the practitioner makes will probably have to balance the needs and wishes of all stakeholders – but maintain focus on children, young people and families.

### **Empowerment and ownership**

It is important to ensure that children, young people, parents and families are empowered to make their own decisions and take ownership of any processes to move them forward. Ensuring empowerment and ownership in practice is focused on the needs and wants of children, young people, parents and families, recognising their rights and responsibilities – it involves a belief that every individual has the right to autonomy in a free society.



## Essential Activities that you must undertake:

To undertake the activities in this section of the Handbook I have discussed with experienced colleagues on at least 3 different occasions principles and values that relate to my job

Signed	Date	Colleague's signature
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Signed	Date	Colleague's signature
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Signed	Date	Colleague's signature
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I have undertaken at least 2 supervision sessions where I have discussed principles and values

Signed	Date	Manager's signature
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Signed	Date	Manager's signature
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## Equality, inclusion and anti discriminatory practice

**It is essential that you undertake Equality and Diversity training in the early stages of your employment so that you have a thorough understanding of the issues.**

**Included in this Handbook is a very brief overview of some of the relevant legislation relating to equality, inclusion and anti-discriminatory practice, but it in no way should replace formal training**

### ESSENTIAL TRAINING

I have attended equality and diversity training that has covered the relevant legislation and the issues of prejudice, discrimination and challenging unacceptable behaviour.

Signed

Date

Signature of Manager

*An extract from CWDC Module 1 Handbook Principles and Values*

### **‘An overview of equality, diversity and inclusion’**

‘We should pay less attention to getting everyone over the same hill using the same path. We may wish some to take different routes to the same end. We might see good reasons for paying careful attention to their description of what they found on route!’

Tom West, In the Mind's Eye.

The United Kingdom has a diverse population and some of this diversity brings with it a range of social and educational issues you will need to recognise, understand and work with. All practitioners must work in a way that supports equality of opportunity and promotes diversity and inclusion. But what do we mean by equality, diversity and inclusion?

The government has a mandate to “build a safe, just and tolerant society for everyone in the UK, regardless of their race, religion, gender, gender identity, sexual orientation, disability or age” (Home Office, 2006). Practitioners who value diversity and promote equality of opportunity and inclusion will tend to work in a person centred way, focusing on individual strengths and needs, striving to improve the quality of participation of all the children and young people with whom they work.

There are various pieces of legislation in place to promote equality and reduce discrimination. These include:

- o The Disability Discrimination Act (DDA) (1995)
- o Disability Rights Commission Act 1999 (DRCA)
- o The Special Educational Needs and Disability Act 2001 (SENDA)
- o The Race Relations (Amendment) Act (2000)
- o UN Convention on the Rights of the Child (1989)
- o The Human Rights Act
- o The Sex Discrimination Act (as amended) 1975
- o Employment Equality (Sexual Orientation) Regulations 2003

*Refer to the Annexe of this section of the Handbook for more information on legislation.*

You will need to consider the practical aspects of each of these pieces of legislation in terms of how they might impact on your practice. You need to have a clear understanding of the guidelines contained within this legislation. That is why the training is so important. It is likely that your organisation will have policies and procedures for dealing with these issues and you need to be aware of these.

### **Understanding the main points within the legislation**

<b>Legislation</b>	<b>Summary of main points that you need to be aware of in your work with children and young people</b>
The Disability Discrimination Act (DDA) (1995)	
Disability Rights Commission Act 1999 (DRCA)	
The Special Educational Needs and Disability Act 2001 (SENDA)	
The Race Relations (Amendment) Act (2000)	

UN Convention on the Rights of the Child (1989)	
The Human Rights Act	
The Sex Discrimination Act (as amended) 1975	
Employment Equality (Sexual Orientation) Regulations 2003	

The aim of all of this legislation is to promote equality of opportunity for all, regardless of age, sex, sexuality, disability, race, religion or any other difference. The legislation should have an impact on the way organisations provide and organise services and on the way you as a practitioner approach your practice. However, whilst legislation is important because it protects people, the one thing it cannot do is change people's attitudes. Good practice should ensure that you are constantly able to evaluate what you do and to receive appropriate support and training in this area.

## Prejudice and discrimination

Social inequalities are present in all societies in one form or another, influencing every aspect of people's lives and attitudes. This is because society is made up of individuals who hold a spectrum of values, beliefs and opinions. Some of these are based on prejudice and discrimination.

**Prejudice** can be defined as unfavourable opinion or feeling formed beforehand without knowledge, thought or reason; **discrimination** can be defined as treating a person less favourably than others in the same or similar circumstances.

There is evidence to suggest that discrimination can lead to extremely negative life consequences for children and young people. Key questions for practitioners are:

- How can I ensure my practice is not discriminatory
- How can I promote equality of opportunity?

- What is good practice in this area?

All practitioners must understand that there is absolutely no form of discrimination or harassment that is in any way acceptable. If a child, young person, parent or colleague behaves in a discriminatory way the practitioner has a responsibility to challenge them – with a clear idea about **why** they are challenging them and **how** to do it as effectively as possible.

### **Why am I challenging?**

- Make it clear that what has been said is offensive
- Do not hide behind “other people might find that offensive”.
- Sometimes a long discussion may not be appropriate but a statement that there is disagreement about what has been said may suffice.
- Also, referring to any policies, charters etc will give the individual organisational support for challenging inappropriate language and behaviour.

### **How can I challenge?**

Practitioners will have to use their discretion about when to challenge and what to say. Not all challenges have to be heavy or argumentative. For example:

- Request clarification eg. “What do you mean?”, “Where do you get that idea from?”
- Ask for justification eg. “What makes you say that?”

Sometimes humour can be used to challenge but this can backfire unless handled carefully. It could lead to the issue being trivialised or made light of or give the wrong message about how the practitioner feels.

However, it is important not to make excuses, such as:

- “They’re too old to change”
- “They’re too young to know any better”
- “It’s not my job”
- “I’m not sure what to say”

If discriminatory behaviours remain unchallenged they may never go away and practitioners will not be fulfilling their responsibilities. In a more formal structure, practice can take an anti-discriminatory approach.

Anti-discriminatory practice involves practitioners in the examination of their own values, beliefs, attitudes and expectations to ensure that they work proactively to give all children, young people and parent’s equality of opportunity at all times. To work in an anti-discriminatory way practitioners need to have knowledge of relevant equal opportunities legislation and what this means for their practice, as well as knowledge of their organisation’s policies and codes of practice. Children, young people and parents have a



right to a genuine commitment from practitioners to the concepts and practices than underpin equal rights legislation and policies, rather than tokenistic behaviours. The promotion of equality of opportunity involves respect for all people and valuing of their individuality and personal circumstances – it also involves encouraging and fostering a positive learning environment.

## **Supporting Children with learning difficulties and disabilities**

When working with children and young people with learning difficulties and/or disabilities you should focus on what people 'can do' rather than what they 'can't do'. The Special Educational Needs Code of Practice (DfES, 2001) sets out fundamental principles that should be used when working with children and young people with learning difficulties and/or disabilities.

More information on supporting children with learning difficulties and other disabilities can be found in Standard 5 of this Handbook.

## **Policies and Procedures in Your organisation**

Find out what policies and procedures exist in your organisation to deal with equality, inclusion and anti-discriminatory practice. List them below:

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Discuss two of the policies with an experienced member of staff, particularly focussing on whether the policy is implemented effectively and whether it makes a difference. Ask what types of issues arise most frequently.

**Comment on your discussion here:**

Have a discussion with two or three of the children and young people with whom you work and ask for their views on how they feel your organisation takes account of their wishes, preferences, experiences and meets their individual needs?

You should also ensure that you know their views about risk and safety so that you understand their viewpoint.

**Write down the comments from children and young people here:**

**What can you do differently to improve this aspect of your work with children and young people?**

Use your reflective diary to consider how you supported and respected difference when dealing with a specific child or young person. Try to include your own thoughts and feelings about the differences that you observe.

REFLECTIVE DIARY ENTRY – supporting and respecting difference

Date \_\_\_\_\_

What happened?

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What went well and why?

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What didn't go so well and why?

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What did I learn?

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What skills did I use?

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What would I do differently?

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Discussed with line manager: \_\_\_\_\_ (signature required)

REFLECTIVE DIARY ENTRY – when you come across prejudice and/or discrimination think about how you dealt with it

Date \_\_\_\_\_

What happened?

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What went well and why?

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What didn't go so well and why?

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What did I learn?

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What skills did I use?

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What would I do differently?

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Discussed with line manager: \_\_\_\_\_ (signature required)

## Confidentiality and Sharing Information

**Most of the information you will need on this can be seen in the DCSF document 'Information Sharing: A Practitioner's Guide', but here is a précis to start you off. However you should read the document as well. You should also attend training on information sharing.**

I have attended information sharing training which has included the importance of confidentiality and the limits of confidentiality

Signed \_\_\_\_\_ Date \_\_\_\_\_ Manager's signature \_\_\_\_\_

I have read and understood the DEfS (now DCSF) guidance on the practical implications of information sharing - 'Information Sharing: A Practitioners Guide'

Signed \_\_\_\_\_ Date \_\_\_\_\_ Manager's signature \_\_\_\_\_

## Confidentiality and informed consent

- ⑥ You should explain to children, young people and families at the outset, openly and honestly, what and how information will, or could be shared and why, and seek their agreement. The exception to this is where to do so would put that child, young person or others at increased risk of significant harm or an adult at risk of serious harm, or if it would undermine the prevention, detection or prosecution of a serious crime (see glossary for definition) including where seeking consent might lead to interference with any potential investigation.
- ⑥ You must always consider the safety and welfare of a child or young person when making decisions on whether to share information about them. Where there is concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.
- ⑥ You should, where possible, respect the wishes of children, young people or families who do not consent to share confidential information. You may still share information, if in your judgement on the facts of the case, there is sufficient need to override that lack of consent.
- ⑥ You should seek advice where you are in doubt, especially where your doubt relates to a concern about possible significant harm to a child or serious harm to others.

- ⑥ You should ensure that the information you share is accurate and up-to-date, necessary for the purpose for which you are sharing it, shared only with those people who need to see it, and shared securely.
- ⑥ You should always record the reasons for your decision – whether it is to share information or not.

Consent is the key to successful information sharing. Seeking informed consent from children, young people and families for information to be shared **must** be the first option. Local authorities are required to publish guidance on obtaining and documenting consent. This requirement also includes the publication of information leaflets for children, young people and their families and consent forms.

You should also inform children, young people and families, **when they first engage with the service**, about their service's policy on how information will be shared, stored and used and seek their informed consent to share the information.

Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood that it would not be shared with others.

Confidence is only broken where the sharing of confidential information is not authorised by the person who provided it or to whom it relates. If the information was provided on the understanding that it would be shared with a limited range of people or for limited purposes, then sharing in accordance with that understanding will not break confidence. Similarly, confidence is not broken if there is explicit consent to share.

Even where sharing of confidential information is not authorised, practitioners may lawfully share information if this can be justified in the public interest ie where a child's safety is at risk. However, seeking consent should still be the first option, in most cases.

## ACTIVITY

### Sharing information

**Talk to your manager or an experienced member of staff and ask them about your organisation's policies and procedures around information sharing, particularly around guidance on what to share, what not to share and what to record. It is likely that there may be sometimes when you are not sure whether to particular information about a child or young person, ensure that you receive guidance from your manager in the early stages.**

**What are the principles around information sharing in your organisation?**



## SUPERVISION DISCUSSION POINTS – principles and values

Discussion Points	Strengths/development needs
<p>Discuss with your supervisor at least two of the following statements or similar ones using your own cases:</p> <p>It is OK for a 16 year old young woman to have sex with a 25 year old man</p> <p>All schools should have a religious assembly everyday</p> <p>Abortion is acceptable when an informed decision has been made</p> <p>A 15 year old smoking a joint in the school toilets at lunch should be permanently excluded</p> <p>It is acceptable to take home a small amount of stationery for personal use</p> <p>You receive complaints from a child or young person about bullying that includes racist name calling, what would you do?</p> <p>You asked a parent to come in and see you during the day and because of the culturally different values they hold, they arrive five minutes before you are due to leave, what would you do?</p> <p><i>Look at how your personal values and beliefs might impact on your practice?</i></p> <p><i>How can you ensure that your beliefs do not have a negative impact on your practice?</i></p> <p><i>How might you begin to understand the beliefs that a child or young person holds?</i></p>	



## SUPERVISION DISCUSSION POINTS – values and principles

Discussion Points	Strengths/development needs
<p>Use supervision to look at not less than 3 specific cases where you focus on how the principles and values are informing and guiding you in your work. In particular show how you take the wishes and feelings of children, young people and their families into account in your work</p> <p>1.</p> <p>2.</p> <p>3.</p>	

*Use supervision to explore your skills and knowledge and reflect on your experiences*



## SUPERVISION DISCUSSION POINTS – equality, inclusion and discriminatory practice

Discussion Points	Strengths/development needs
<p>Discuss with your manager your responsibilities as a practitioner and your statutory duties. Discuss these in relation to a particular case that you are dealing with, or ask your manager to provide one if you haven't come across one yet.</p>          <p>Discuss the key elements that you feel would promote inclusion within your organisation  <i>e.g. how would your organisation deal with a newly arrived child who doesn't speak English?</i>  <i>How could this be improved?</i></p>	

*Use supervision to explore your skills and knowledge and reflect on your experiences*